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ABSTRACT

Designed to be of help to individuals and groups seeking to establish a day care center in the metropolitan St. Louis area, this manual calls attention to important and basic information which must be taken into account if planning is to produce tangible results. Following a brief section defining commonly used terms referring to organized preschool program activities, sections 2 through 11 cover topics such as the determination of a new day care center's location and size; obtaining city occupancy permits and state licenses; decisions about corporate structure (i.e., profit or non-profit); budgeting and advertising; federal, state, and city income taxes; preschool curriculum models; guidelines for successful day care operation; board/executive relationships; and equipping the day care center. (MP)

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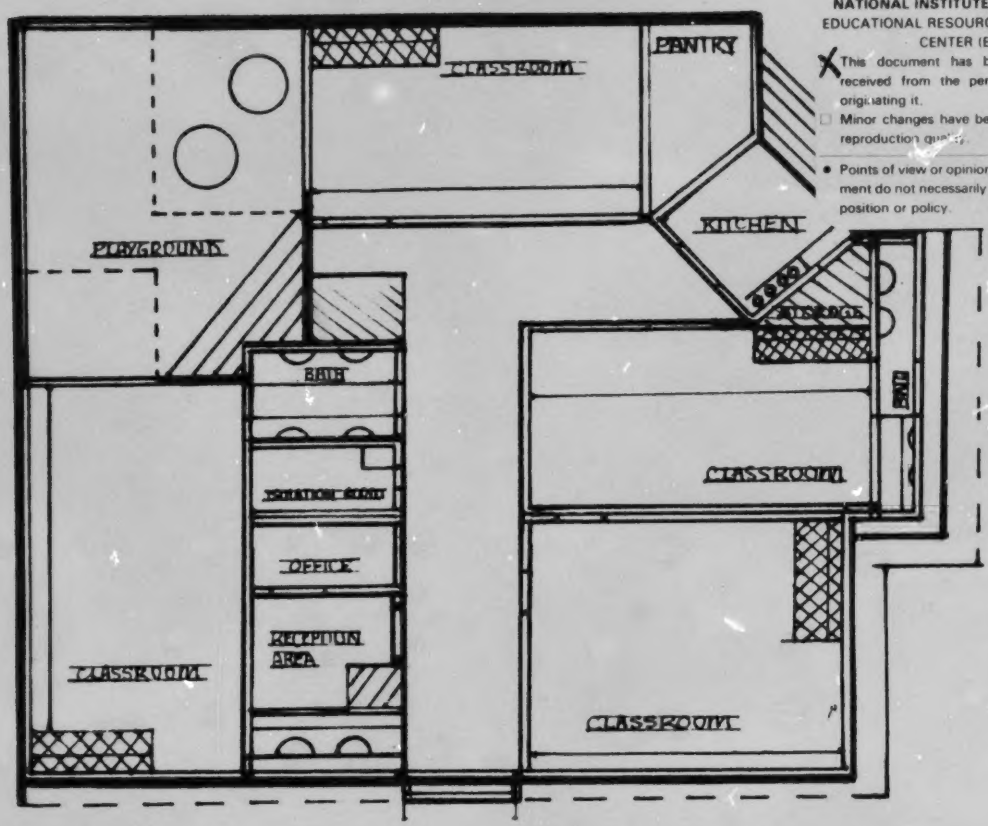
Starting a Day Care Center



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The Day Care Center Handbook

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A United Way Member

FOREWORD

The information contained in this manual has been designed to be of help to individuals and groups seeking to establish a day care center in the metropolitan St. Louis area. Its purpose is to call attention to some very important and basic considerations which must be taken into account if planning is to produce tangible results.

Each individual situation will present its own unique set of planning and development problems. The Child Day Care Association offers consultation and assistance so that these special situations and circumstances can be dealt with in a positive manner.

Staff training, workshops and seminars are also available from CDCA for a nominal fee.

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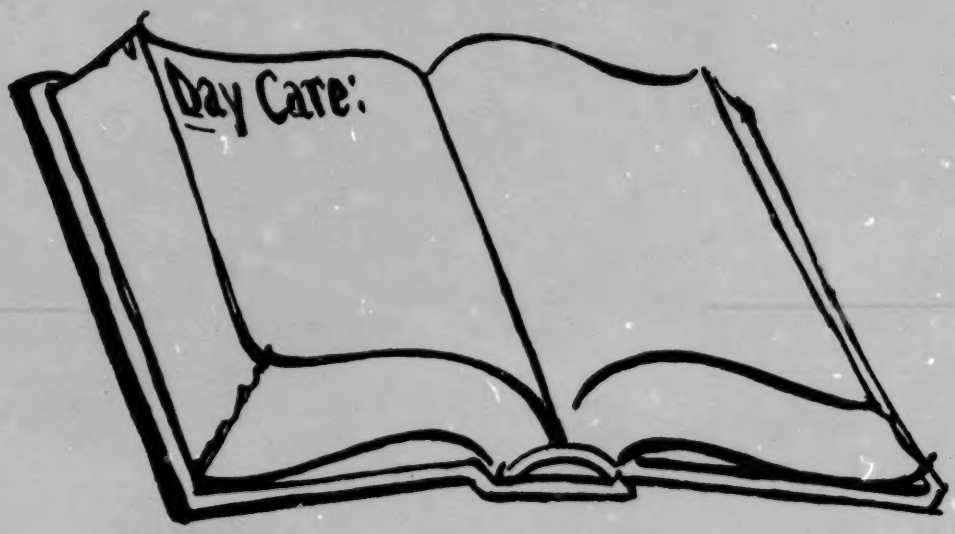
SECTION I

Terminology



SECTION I

TERMINOLOGY

The following terms are commonly used in describing or referring to organized program activities designed primarily for pre-school age children. While there is not total agreement on the precise definitions of some of the terms, the definitions and explanations thereof are gradually achieving uniform acceptance in the field. As presented, they represent CDCA's general usage and meaning.

DAY CARE (legal definition for the State of Missouri)

Day care is the care of the child away from his own home for any part of a 24-hour day, for compensation and otherwise. Day care supplements parent responsibility for the child's protection, development and supervision.

Explanatory Note: Children are accepted into day care programs because they are first and foremost, in need of care. This need for care usually arises from the fact that parents are unavailable (because of employment, death, desertion, etc.) or incapable of providing care (due to physical or mental conditions). In a very real sense, day care is "substitute family care".

Having accepted a child into the day care program and thus, having met the family's basic need for the care of that child, the center's primary function from that point on is to provide an environment and program for that child which will offer maximum social, physical, educational, emotional and mental growth opportunities.

NURSERY SCHOOL

Webster defines a nursery as "a room or area set aside for the use of children", and "any place where something is produced or developed". In common usage, we would define a nursery school as a program for young

children of pre-school age, designed to enhance social, physical, educational, emotional or mental development.

Explanatory Note: Children are placed in nursery schools because their parents are interested in seeing their child develop into a socially adept, emotionally mature, educationally competent, rational being. Except in rare instances, they do not place their children in nursery schools because they themselves have a need for child care. They are available to provide such care themselves and so place their child in a nursery school out of choice rather than need.

COMPARISONS

The difference between a nursery school and a day care center can best be understood in terms of the availability of the parent (usually the mother).

If the parent is available, the child's needs for care and custody are not at issue and his needs for developmental assistance can best be met through a nursery school program (or Head Start or cooperative nursery school or any good pre-school program of similar design).

If the parent is not available because of employment or for any other reason which prevents the parent from being able to provide care and custody, a day care program is required.

A good day care program then, would be one which in addition to providing the same kind of excellent child development services one might find in a nursery school program, also provides extended care. Extended care places an additional burden on the day care center since, with the parent unavailable, the center is forced into a temporary parental role and must therefore be concerned with many aspects of the child's daily existence which are not necessarily incumbent upon a nursery school.

To place a child who does not need substitute family care into a day care program is to waste money and resources which are in short supply. If the need is only for the development of the child, a nursery school type program is the program of choice. If a need for the care of the child exists, a day care program will be required.

The type of program offered to a child in a day care center or nursery school may be exactly the same. They should at least be of equal quality.

PRE-SCHOOL PROGRAM

Any type of group program for pre-school age children, i.e., day care, nursery school, church school, Head Start, etc.

CHILD DEVELOPMENT PROGRAM

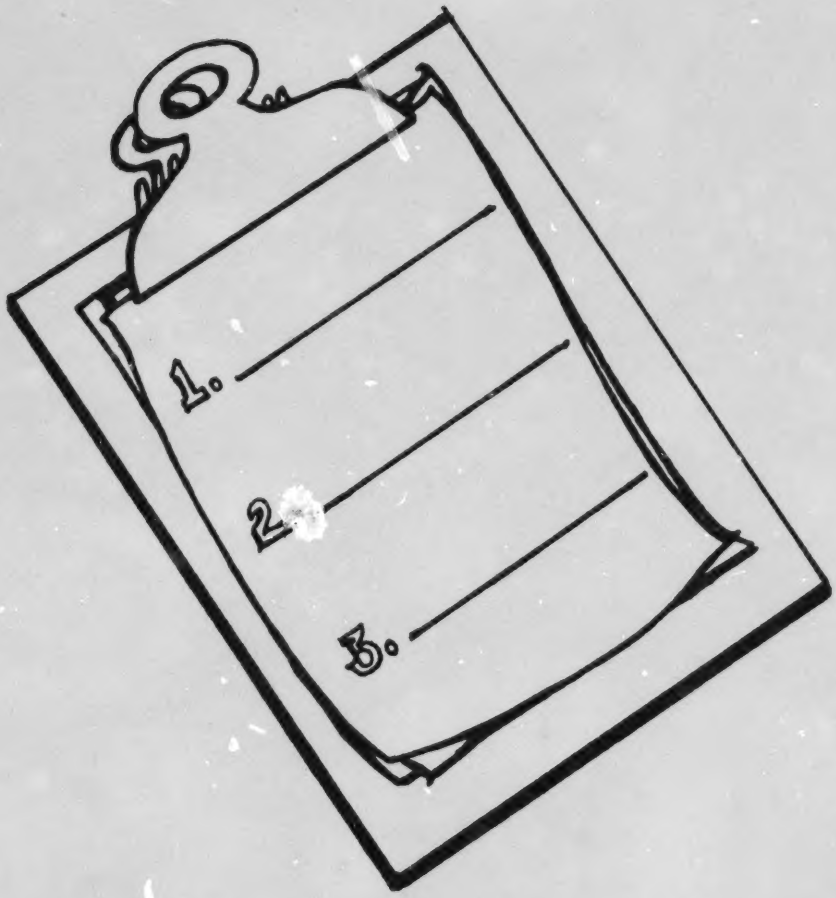
Any type of pre-school program which offers a well-designed, philosophically sound, competently produced system of services to children. These services being directed toward helping the child develop mentally, physically and socially to the highest level of his innate ability.

CUSTODIAL DAY CARE

A day care program which meets the family's need for child care, but fails to meet the child's needs for social, emotional and intellectual development.

SECTION II

Basic Considerations



SECTION II

BASIC CONSIDERATIONS

Organizations or individuals wishing to establish a new day care center face the same problems whether they are operating on a proprietary basis or as a non-profit entity. As of January, 1982, the following estimates are valid for the St. Louis area:

Cost of a New Facility for 100 Children	$175,000 to $350,000
Minimum Investment	Approximately 25%
Cost of New Equipment	$300 to $350 per child
Risk Factor	Depends on Location
Growth Potential	Essentially Good

Need/Market Factor - If a center is going to receive its primary financial support from fees paid by parents, it must be in an area which has both a need and a market. For example, the City of St. Louis has a high need for day care but, a very limited market. The southern one third of the city may offer some exceptions to this general observation.

On the other hand, many areas of South and West St. Louis County, St. Charles and Jefferson County have both a need and a good potential market.

Low and low-middle income areas of the city and county offer day care development opportunities only to these organizations able to gain access to public and private sources of subsidy.

ECONOMY OF SIZE

Because tuition payments are low in relation to center costs, it is extremely important to recognize the importance that size (i.e., licensed capacity) has to financial stability. Generally speaking, centers serving 60 or fewer children run greater risks of insolvancy than centers licensed for 90-100 children.

Adding another room with another teacher or two tends to increase income more than expenses and thus, makes for greater efficiency in the use of available dollars. Anything that adds overhead expenses without increasing income tends to detract from efficiency and consequently, should be avoided when possible.

For the St. Louis area at this time, we routinely advise groups against starting day care centers if they are located in facilities which cannot eventually be licensed for, at least, 60 children. This rule of thumb can be modified slightly, if the center is being provided with free space, utilities or building maintenance.

On the other end of the spectrum, we advise against creating centers for more than 120 children. Centers above this size, while financially more efficient than smaller centers, find it virtually impossible to conduct good pre-school education programs. The logistical problems involved in dealing with large numbers of pre-school children at one site, make the development of a well-organized and implemented educational program practically impossible.

CITY OCCUPANCY PERMIT

Most incorporated cities and towns have ordinances and statutes designed to protect the health and safety of residents. If a building is to be used as a day care center, an application for a building permit will usually have to be made to the city or county in which it is located.

If a permit is issued, it means the city considered the building and its surrounding grounds to be free of hazards which might threaten the health and safety of young children. In many instances, the local community may choose to call this permit a "license". However, it is

important to know that only the State of Missouri may issue a license to operate a day care program. The so-called license issued by the local community is only a permit to occupy a building for a specific purpose.

The State will not issue a license to any day care center which has not met all local ordinance requirements.

In order to make an application for a day care occupancy permit for a center to be located in the City of St. Louis, call or contact:

Public Health Nursing Service

634 N. Grand - 9th Floor - 63103

Telephone: 658-1099

In other local St. Louis communities, contact the city hall or local government office of the community in which the day care center is to be located.

STATE LICENSE

An application for a State license to operate a day care center may be initiated by contacting the following office:

Day Care Licensing Supervisor

Division of Family Services

111 N. 7th Street

St. Louis, Missouri 63101

Telephone: 444-7210

The State licensing office staff will be able to answer any questions you may have with regard to licensing.

A copy of State licensing requirements may be obtained from the licensing office. however, it is important to offer a word of caution at this point. Some individuals and groups have obtained a copy of the requirements and having read it, proceeded to make commitments

to rent, purchase or lease a particular building. This is a very dangerous practice. The licensing requirements must be applied and interpreted by the State licensing staff based upon an inspection and careful evaluation of the property, the organization and the circumstances of the situation.

It is important to stay in close communication with both the local authorities and the State licensing department at each point along the line. Do not make financial commitments until you have been assured of an occupancy permit and State license by local and State authorities.

We recommend that you not open for business until you have received your State license.

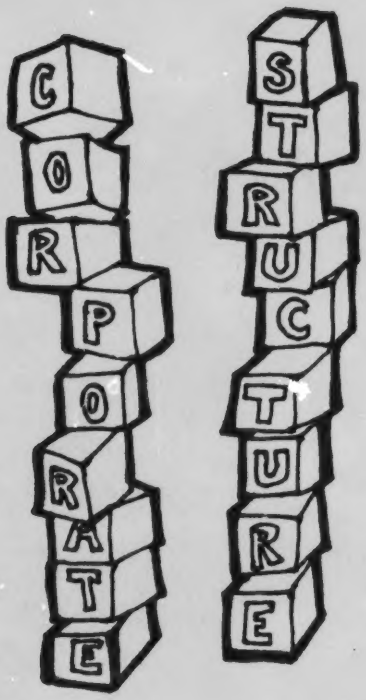
Some church operated day care programs are exempt from the day care licensing requirements, however, it is still necessary for the center to apply for a license. If it is exempt under law, the State will make this finding and inform you. Do not assume that your center is exempt because it is connected with a church.

The State may only purchase day care services from a licensed center. It may not purchase services from an exempt center. However, an exempt center may apply for status as a licensed center if it wishes to sell some of its day care services to the State.

Normally, the State will only be interested in purchasing day care services for children of ADC mothers who are working or in training or educational programs leading toward employment. For a number of years, the State has purchased day care services for eligible ADC and WIN (Work Incentive Program) families. The present rate is $7.00 per day per child.

SECTION III

Corporate Structure



SECTION III

CORPORATE STRUCTURE

ORGANIZATIONAL FORM

One of the first things you will want to do when starting a day care center, is to decide on the legal organizational form under which you will operate. Any of the following are possibilities:

1. Sole Proprietorship
2. Partnership
3. Limited Partnership
4. For-Profit Corporation
5. Not-for-Profit Corporation

Under a sole proprietorship form, one person owns and operates the day care center. All profits accrue to that person as do all liabilities.

Under a partnership arrangement (two or more persons), a contractual agreement is drawn up which defines and identifies the nature and scope of the partnership. What one partner does, obligates all other partners. For example, a purchase made or a contract signed by one partner, financially and legally commits all of the other partners.

In a limited partnership, there are "general partners" and "limited partners." There must be, at least, one "general partner" and one "limited partner." Limited partners are usually, but not always, investors. They are liable for the actions of the general partners only to the extent stated in the limited partnership agreement. General partners are liable in the same manner as are partners in a simple partnership.

There are certain tax advantages to operating as a for-profit corporation. However, these advantages will become important only

after you have established a successful business and are making a lot of money. Since establishing a corporation costs money, we recommend that this step be delayed until circumstances justify the cost.

Sole proprietorships, partnerships, limited partnerships and for-profit corporations are potentially eligible for business loans from the Small Business Administration. However, as privately owned and operated businesses, they are not usually eligible for government grants. Under certain circumstances they may be eligible for USDA Child Care Food Reimbursement. In-kind or cash gifts made to for-profit day care centers cannot be claimed by the donor as a charitable donation. Money gained through fund raising events is taxable.

Not-for-profit corporations in Missouri require a minimum of three corporate board members. Under this form, there are no "owners" or "stock holders." Everyone working in the center is an employee of the not-for-profit corporation. Since there are no "profits" there can be no dividends. Money remaining at the end of the year, if there is any, belongs to the corporation and must be put back into the operation of the center or the improvement of the facility or equipment, at the end of the year or at some future date. The corporation, as represented by the board members, is liable for all legal debts and obligations incurred by the corporation and for any harm caused by any board member or employee to anyone during the course of business. Laws governing corporations will offer limited protection to board members but, in certain circumstances, individual members of the board may be sued to recover damages.

Not-for-profit corporations may be eligible for exemption from Federal State and Local taxes and often are in line to benefit from

government grants and programs. Donors may make tax deductible gifts to the not-for-profit corporation, if it has applied for and received tax exempt status. All licensed, non-profit, tax exempt day care centers in Missouri, are eligible for USDA Child Care Food Reimbursement.

MAKING A CHOICE

Your attorney can best advise you regarding the type of corporate structure best suited to your needs. There are, however, some things to keep in mind as you make your choice.

- As a for-profit corporation, partnership or sole proprietor you may claim any excess of income over expense as your "profit". All of the assets of the business are yours also. You will pay taxes and be subject to all of the laws that govern small businesses but you will beneift from tax deductions arising from your ownership of the business.

  You will be responsible for all debts, liabilities and legal actions incurred through your ownership and operation of the day care center.

  With few exceptions, you will not be eligible for assistance from government grant-in-aid programs or from charitable fund raising organizations.

- As a non-profit corporation, you may apply for exemption from federal and state taxes. You will be eligible for many public and private programs such as USDA reimbursement for meals and snacks served to children in the center, for federal and state job training programs, work-study students, etc.

  If tax exempt, you may be in a good position to solicit financial gifts from corporations and individuals.

There are distinct advantages and disadvantages connected with each type of corporate structure. We recommend that you obtain good consultation, weigh the situation carefully and then, make your choice.

The following pages provide general information in regard to incorporation in the State of Missouri. The first two pages deal with the incorporation of regular (for-profit) corporations; the next two pages deal with the incorporation of General Not-For-Profit corporations.

You will note that in both cases, it is recommended that the State of Missouri forms be used. The forms are available on request from the Secretary of State, State of Missouri, Jefferson City, Missouri, 65101.

STATE OF MISSOURI

OFFICE OF SECRETARY OF STATE

JAMES C. KIRKPATRICK
SECRETARY OF STATE

JEFFERSON CITY 65101

AREA CODE 314 — TELEPHONE 635-7291

Dear Sir:

Here is information we hope you will find useful in considering the formation of a Missouri corporation. The suggestions contained herein are intended solely to point out matters to consider before you consult with your attorney. He can discuss with you in detail the advantages and disadvantages of incorporation in your particular case.

1. Pursuant to Sections 484.010 and 484.020, Revised Statutes of Missouri, 1969, all corporation documents must be prepared and submitted to this office by a licensed attorney.

2. The Name of the Corporation:

A. The name shall not be the same as, or deceptively similar to, the name of any domestic corporation existing under the laws of this state, nor to the name of any foreign corporation authorized to transact business in this state, nor a name, the exclusive right to which is reserved.

B. The corporate name may not be one that might falsely imply governmental affiliation.

C. The words Co-operative, Bank, Insurance, and Redevelopment may not be used in a corporate title for a Chapter 351 or 355 corporation.

D. Name Check! Before drafting articles of incorporation, it is advisable to check with this office on the availability of the desired corporate name. This may be done by telephone or mail. Call our "Name Availability Desk" - 314/635-7291.

E. Reservation of corporate name. Forms for application for reservation of a corporate name are available from the Secretary of State. A reservation may be made for a 60 day period at a fee of $5.00. This reservation can also be made by letter of request, accompanied by a check for $5.00.

F. Even though a name may have been checked for availability, Checks, Letterheads, Seals or Share Certificates ordered prior to incorporation is done at your own risk.

3. While the corporation may have only one director and one incorporator, it must have at least two officers (a President and Secretary).

4. While the corporation does not have to have a Missouri resident as incorporator or as a board member, it does have to have a registered office and registered agent in Missouri.

5. We determine the incorporation fee by finding the price per share of the original stock issued, then multiplying this amount by the aggregate number of shares authorized. The fee is based on this "authorized capital". The fee is $50.00 for any amount up to $30,000.00 and $5.00 additional for each additional $10,000.00 of authorized capital. The fee based on "authorized capital" does not include the $3.00 fee for filing the incorporation documents; they must be added together to determine the total fee.

6. The article listing the purposes must include at least a one sentence definition of the specific purposes for which the corporation is organized (e.g. what it will do to make a profit) and then you may include, if you wish, a statement "and all other legal acts permitted general and business corporations". In this regard, you might consider Article XI, Section 5, Missouri Constitution 1945.

7. The corporation must have some common voting stock and some must be issued.

8. Use our forms (even if you copy them); they comply completely with Missouri law (you won't leave out any necessary provision).

All documents presented for filing should be on 8½ x 11 or 8½ x 13 size paper of archive quality, on one side of the sheet, preferably not backed by any backing sheet, and joined with conventional staples. It is important that all documents be neat, clearly legible, and reproducible by photostatic methods.

9. Articles must be duplicate originals, that is both copies must be signed and notarized.

10. The acknowledgment must be in the form prescribed by Section 351.051 RSMo 1969, for original articles.

11. All Missouri corporations must file an annual report each year in the office of the Secretary of State, listing the officers and directors. The report is due in July for domestic corporations; mark that date on your calendar. The corporation may not remain in good standing if the report is not filed.

We regret that we are unable to also furnish you with a copy of our Corporation Law Pamphlet but, because of budget restrictions, we were only able to have enough copies printed to furnish to attorneys and educational institutions. We recommend that you check with your attorney if you need to examine a copy of the Corporation Act. You may review Chapter 351 of the Revised Statutes of Missouri at your local library, it contains the entire General and Business Corporation Act. If you wish to purchase a 5-volume set of the Revised Statutes of Missouri, send your check for $31.72 (which also includes the supplement) to: Chief Clerk, Office of the Secretary of State, Jefferson City, Mo. 65101.

Yours very truly,

JAMES C. KIRKPATRICK
Secretary of State

Gary B. Ryan
Corporation Counsel

STATE OF MISSOURI
OFFICE OF SECRETARY OF STATE
JEFFERSON CITY 65101

JAMES C. KIRKPATRICK
SECRETARY OF STATE

IN REPLY, PLEASE REFER TO FILE NO.

CORPORATION DIVISION
TELEPHONE
635-7291 AND 635-7292

Dear Sir:

We hope the following information will be helpful when you organize a Not For Profit Corporation under Chapter 355 of the Revised Statutes of Missouri. Please do not confuse this type of corporation with the pro forma incorporation of Benevolent Associations through the Circuit Courts under Chapter 352 RSMo 1969.

1. Pursuant to Sections 484.010 and 484.020 RSMo 1969, all corporate instruments must be prepared and submitted to this office by a licensed attorney.

2. Not For Profit corporations may be organized under Chapter 355 RSMo 1969, for any one or more of the following or similar purposes: Charitable, benevolent, eleemosynary; educational; civic; patriotic; political; religious, cultural; social welfare; health; cemetery; social; literary; athletic; scientific; research; agricultural; horticultural; soil, crop, livestock and poultry improvement; professional, commercial, industrial, or trade association; wild life conservation; homeowner and community improvement association; and recreational club or association; or for the purpose of executing any trust, or administering any community chest, fund or foundation, to further objects which are within the purview of this section. No group, association or organization created for or engaged in business or activity for profit, or on the co-operative plan, shall be organized or operate as a corporation under this chapter. Separate provision is made in the statutes for profit and co-operative organizations.

3. Please use our forms (even if you copy them) as they comply completely with Missouri law. If the requirements of the law are not met, or if any blanks are not completed, it may be necessary for us to return the forms for correction.

4. The law requires a minimum of three (3) incorporators who must be natural persons, age 21 or above, and citizens of the United States.

5. There must be at least three (3) directors and the Articles must designate a fixed number of directors for the original Board of Directors.

6. Each corporation must have a president, one or more vice-presidents, a secretary and a treasurer. The president and the secretary may not be the same person.

7. Each corporation must appoint and maintain a registered agent and office in Missouri

(over)

8. The duration or life of the corporation may be for a fixed term of years or perpetual.

9. The article listing the purposes of the corporation must state at least a one sentence definition of the specific purpose for which the corporation is organized. You may include, if you wish, a statement "and all other legal powers permitted General Not For Profit Corporations".

10. The forms must be submitted in duplicate, with original signatures on both copies.

11. All Missouri corporations must file an annual report each year in the office of the Secretary of State, listing the officers and directors. The report is due by March 1, for Not For Profit corporations; mark that date on your calendar. The corporation may not remain in good standing if the report is not filed.

12. The incorporation fee is $10.00. The check should be made payable to Director of Revenue. Necessary papers and fee should be mailed to

Secretary of State
Corporation Division
Jefferson City, Mo. 65101

Very truly yours,

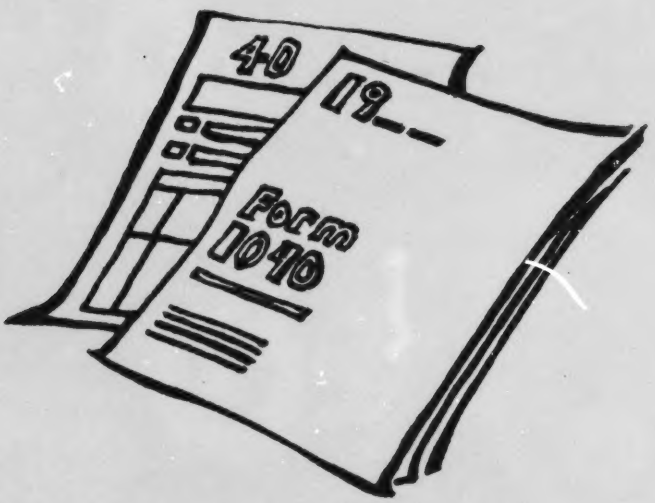
JAMES C. KIRKPATRICK
Secretary of State

Gary B. Ryan
Corporation Counsel

Ltr. #5

SECTION IV

Taxes



SECTION IV

TAXES

FEDERAL

You will be required to withhold federal income taxes and Social Security tax from employees pay checks and pay them on a regular basis to the federal government if you are to avoid penalties.

If you contact the local Internal Revenue Service office and tell them that you are applying for a Employer's Tax Number, they will send you a number along with W-4 forms, tax deposit forms and all necessary instructions. You will also receive tax withholding charts which will enable you to identify the proper amount of taxes to be deducted from each employees pay check. The tax withholding formula varies from time to time so make sure that you are using the current tax tables when making your tax deductions.

STATE

Missouri has a state income tax law and you will also be required to withhold taxes for this purpose. Call the Missouri Department of Revenue to obtain the state withholding tables and MO W-4 forms.

You should also get a state identification number.

If the total amount of tax withheld per month is $100.00 or greater, it must be reported and paid monthly. If it is less than $100.00 per month, it must be reported and paid quarterly.

CITY

The City of St. Louis has an earnings tax which must be withheld from employees pay checks. It is 1% of gross salary and applies to all persons working or living within the city limits. Call the city Collector of Revenue for detailed information and the necessary forms.

This tax is withheld from each pay check but it is reported and

paid to the city on a quarterly basis.

INCOME TAXES

If you own and operate a day care center as a sole proprietor or partner, you will not be an "employee" and, consequently, you will not receive a salary from which taxes can be deducted. You will have to file quarterly estimated tax returns. Forms and instructions can be obtained from your local IRS office.

UNEMPLOYMENT TAXES

Your unemployment tax responsibilities may be handled in one of two ways, by contribution or reimbursement.

Call the Missouri Division of Employment Security, Unemployment Insurance Tax Service, or write to Division of Employment Security, P. O. Box 59, Jefferson City, MO 65104.

WORKMEN'S COMPENSATION

Strictly speaking, this is not a tax but an insurance program, which you are required by law to carry for all your employees.

For coverage, check with your insurance agent.

FEDERAL TAX EXEMPT STATUS FOR NON-PROFIT CORPORATIONS

An organization may qualify for exemption from Federal income tax under Internal Revenue Code Sec. 501 (c)(3) if it is organized and operated exclusively for one or more of the following purposes:

Charitable

Religious

Scientific

Testing for Public Safety

Literary

Educational or

Prevention of Cruelty to Children or Animals

In order to obtain exemption it is necessary that an Application for Recognition of Exemption be filed with the District Director of Internal Revenue for the district in which the organizations principal office or place of business is located. In requesting these forms ask for Package 1023, Application for Recognition of Exemption.

It is also suggested that you obtain Publication 557, (Revised April 1973): How to Apply for Recognition of Exemption for an Organization.

You may wish to have a lawyer assist you in preparing the application.

EXEMPTION FROM STATE SALES TAX FOR NON-PROFIT CORPORATIONS

Sections 144.040 and 144.615 RSMo. 1971 exempt educational, religious and charitable institutions and political subdivisions from the payment of sales/use tax on purchases for use in the conduct of their regular functions and activities.

Request for exemption should be made to the

Department of Revenue
Division of Compliance
P. O. Box 400
Jefferson City, MO 65101

To consider a request the Department of Revenue needs the following information:

1. Copy of exemption letter issued by Internal Revenue Service.
2. Charter and By-Laws (if any).
3. Financial statements for the past three (3) years.
4. General statement of activities and purpose.
   A. Sources of revenue, amounts and from whom.
   B. Breakdown of expenses, nature of and to whom.

SECTION V

Advertising

SECTION V

ADVERTISING

DEVELOPING HIGH VISABILITY

Even though you may be located in a high need, high market area, don't expect parents to knock your door down just because you opened a day care center. Many parents already have child care arrangements. They're going to have to find out what you are all about. Then, they're going to take some time to decide whether it would be better to keep their present child care arrangements or destroy them and place their child with you.

But you can speed up that process with a well thought out advertising campaign.

First, select a name that tells people what you are. We recommend that the name include the term "Day Care Center" or "Child Care Center" or some phase that clearly indicates that you are offering child care as a basic service. Calling yourself the XYZ Pre-School can be confusing to parents. They can't tell from the name whether you are a day care center, nursery school or part-time parent cooperative. Don't make them guess - it will only slow down your development.

If there are no legal restrictions on outdoor advertising, plan to erect a sign facing the main thoroughfare. It should include the name of your center, ages of children served, hours and days of operation, address and telephone number and should be in letters large enough to be easily read from a moving automobile. Have it done by a professional sign company. Signs done by amateurs only detract from the professional image you need to establish.

Place eye-catching ads in local neighborhood newspapers. Send informational notices to local schools and churches. Post one page ads on the bulletin boards at neighborhood super markets. Leave a stack of brochures at all of the local public libraries. Get your ad in the Yellow Pages as quickly as possible and be aware of the fact that there are several different Yellow Page headings under which you might be listed. If you can afford it, hire some young people to put flyers around the neighborhood door to door. Hand out flyers to people as they leave churches, schools and shopping centers.

As people are attracted to visit your center to investigate what it is you are offering, be aware of the importance of presenting a good first impression. Keep the area in front of the center (including the street) free of trash and debris. The inside of the center should be attractively painted and decorated. Children should have lots of good equipment and should be kept busy with well planned activities. A disorderly environment, children waiting in line or running around, teachers looking distraught and over-burdened, can undo all of your efforts. Slick advertising will not overcome a poor product.

PUBLIC RELATIONS

If you learn to recognize when center related activities have news value or community interest, you will learn how to gain access to effective publicity at little or no cost. Taking the children to visit local businesses at Halloween or to sing Christmas songs at a nursing home has human interest value. It's worth a news release or a television spot. Develop the skills necessary to make connections with the news media. Learn how to write a news release and how to establish contacts with radio and television stations.

THE WEEKLY NEWSPAPER

A number of weekly newspapers serving the St. Louis area provide a fertile outlet for news and feature stories released by day care centers. Too frequently, however, the budding publicist either overlooks the value of the weekly or sends a carbon copy of a release which will have already appeared in the daily papers when the weekly is ready to go to press.

Editors of weeklies want to receive news about people and organizations serving in their areas of circulation. They are not interested in receiving news about people or events in the downtown area or in other sections of the county.

A little extra effort spent in researching a story for a neighborhood paper can reap big dividends publicity-wise. DON'T UNDERESTIMATE THE POWER OF THE WEEKLY PRESS. Its readership is usually more loyal than that of its daily counterpart and it holds an important position within the structure of the community.

PREPARING THE RELEASE

Observe the same rules of good copy writing and presentation that you use in dealings with the dailies. A well composed release is less likely to be rewritten by a weekly newspaper. For this reason, it is important that your copy be double-spaced with two or three inches left at the top of the page for the editor to write in a headline.

DEADLINES

Observe the weekly editor's deadlines. As a rule of thumb, attempt always to have your copy in the editor's hands the week before you want it to appear.

THE DAILY NEWSPAPER

In dealing with the press, it is important to remember - and keep in mind at all times - this cardinal rule:

NEWSPAPERS ARE IN BUSINESS TO PRINT NEWS

therefore, they are not primarily interested in pleasing you. It's the newspaper editor's job to supply that information which will interest the greatest number of his readers.

What makes news is, of course, a matter of opinion. Newspaper staff members are trained to decide, and it pays to respect their judgement. Often this is not what you or someone else would like to have printed! Nevertheless, this is a primary fact of life in press dealings, and remember you gain nothing by getting irritated with a newspaperman -- be he reporter or publisher. Once you accept this and make up your mind to keep on a friendly basis with the press, you'll find your dealings both pleasant and profitable.

Be honest and sincere at all times in your dealings with the newspaper. Only a straightforward approach will assure a good relationship. Don't ever attempt to get a story slanted. It won't work, and it's a sure sign there is something radically wrong with your public relations program.

The agency publicist who thinks in terms of how he can be of best service to the newspaper is the person who will accomplish the most for his center.

THE IMPORTANCE OF TIMING

The editorial room of a newspaper is a busy place and consideration should always be given to the demands on the time of the newsmen. The

successful publicist makes a point to deliver his releases when the pressure is least. In short, he never walks into the city room at deadline time.

A MATTER OF VALUES

Those news items which fit naturally into a special department, society, sports, business, religion, etc., should be taken directly to the department. Don't send copies of the same release to two departments. Such duplication merely causes confusion and strained relations.

PREPARATION

News releases should be neatly typewritten, double-spaced with inch-and-a-half margins. Most stories are marked "for immediate release". If the story is submitted in advance, make sure the release date is plainly indicated.

Indent the first line of each paragraph at least five spaces. Mark "MORE" in the middle of the page following the last line if your story extends to another page. The top of succeeding pages should be keyed to the subject matter, i.e., Children's Fair - Page 2.

Indicate the end of a story by one of the following symbols: -30-, ###, 000 or The End.

THE FIVE W LEAD

Prepare your releases in newspaper style. Get the important facts in the first paragraph, and the most important fact in the first few words. The "lead" (first sentence) should contain most or all of the "Five W's" -- who, what, when, where, and why.

FACTS NOT OPINIONS

Stick to the facts. Avoid adjectives and adverbs which suggest an opinion or judgement. These do not belong in a straight-news story.

If the newspaper desires to make a stand on a particular issue, it will do so on its editorial page. Make your sentences and paragraphs short. Avoid technical jargon and do not assume the reader has any background knowledge of the subject. Cover all the facts, even if you think their restatement is unnecessary to the reader.

Develop a brief description of your center (2 or 3 sentences) and use it in all your stories.

NAMES MAKE NEWS

Always give the full names of people you mention in your releases and be sure each name is properly spelled. It's also good policy to identify the person by professional title, affiliation or street address.

THE INVERTED PYRAMID

In a news story the most vital facts come first, with background and details following. This form makes it possible to cut the story off after any paragraph and still retain the most important facts. Never back into a story. Remember, you're not writing the great American novel.

THE NEWS IN PICTURES

A good picture can often tell a story far more effectively than columns of copy, i.e., the little cerebral palsy victim taking his first steps on the parallel bars. When you think you have a story that rates a picture, send a memo to the city editor and offer your ideas. If he thinks it has merit, you'll usually find that it gets coverage. Before the photographer arrives, be sure all the people and possible props he'll need are ready.

Don't be afraid to offer suggestions; however, here again your job is to assist the photographer. Don't try to take the picture for him,

or insist on a particular shot if he wants to take another one. Stick to a maximum of 3 to 4 subjects in your pictures. If you attempt to crowd more into a shot the chances are it will never get into the paper.

B R O A D C A S T I N G

RADIO AND TV DIFFERENCES

Since radio registers on the ear only, radio copy may contain more words -- about 25 words for each 10 seconds. In television, you must restrict your copy to 20-22 words for each 10 seconds; this slower TV pace is necessary to give the video (the picture) a chance to register. When writing TV copy, however, remember the audio (the message) should be perfectly understandable without the picture; the "viewer" may not be "viewing" at the time, having moved out of eyeshot for a few moments.

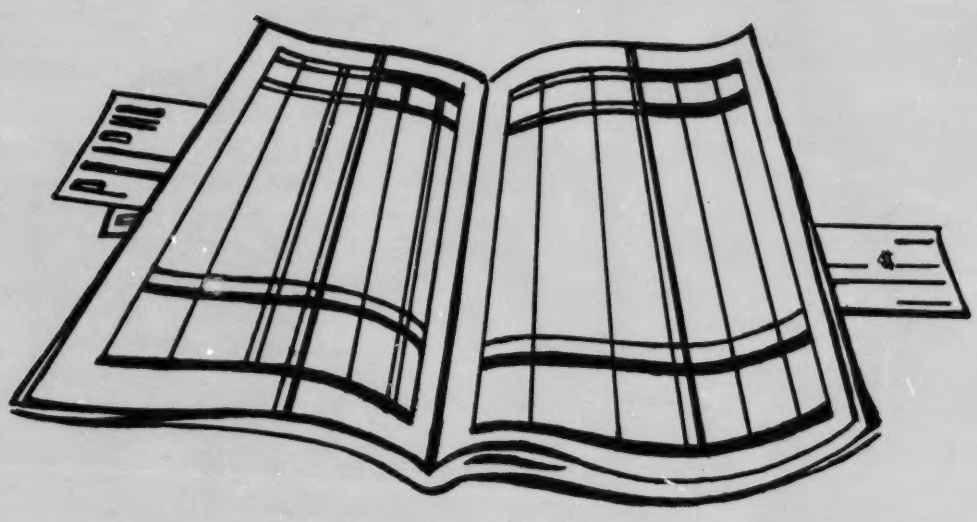
Ideally, you should use a stopwatch to time your copy; "at" is one word and so is "therapeutic" -- but it takes longer to say one than the other. You should read your copy aloud and time it to be perfectly correct.

ON THE WHOLE ...

common sense prevails! In dealing with all the media, be accurate, be cooperative, be understanding, be reliable, don't "demand" anything, and go on record promptly with a thank you -- each and every time.

SECTION VI

Budgeting



SECTION VI

BUDGETING

The last page in this section is titled "Planning a Day Care Budget". This is a work sheet which is designed to remind you of all of the items on which you might need to spend money. You may wish to make several copies of this page in case you have to do your estimates and calculations more than once.

The first step in developing a budget for a day care center involves making a realistic estimate of income. In order to do this, some program decisions will have to be made. Your state license will determine how many children you may serve at one time, however, you have some flexibility. Will there be a summer program for school-age children to off-set the traditional down turn in pre-school enrollment during the summer months? Will you have a program for two year olds? Infants and toddlers? What prices will you charge for services provided to different aged children? Will you offer before and after school care? Part-day care? Care for less than five days a week? Will you have an enrollment fee? All of these questions must have answers before you can make a good estimate of income.

Don't forget to deduct 10% to 15% from your estimated income as a vacancy factor. It pays to be financially conservative.

STAFF

Staff salaries and fringe benefits will constitute your largest budget item. Study the state day care child/staff ratios and plan your groups of children so that you fully utilize personnel. Later on, if you can afford it and if you want to offer a higher quality program, you can reduce the number of children assigned to each teacher.

List the number of teachers and aides you will need in order to meet licensing requirements and assign each position the salary you would like to be able to pay in order to attract good personnel. If at all possible, avoid the assignment of regular classroom responsibilities to the director.

Teaching staff should not have to leave the classroom to answer telephones, accept deliveries, perform clerical functions or do major building cleaning and maintenance. The center should have its own secretary (at least on a part-time basis) and major cleaning and maintenance duties should be performed by part-time janitors or by a cleaning contractor.

Your director is the key to a well run, high quality program. Make sure that the salary scheduled for this position is high enough to attract and retain a top person. You will be looking for someone who has an excellent background in child development and early childhood education and has demonstrated an ability to train and supervise staff, manage money and balance budgets, do good public relations work and deal effectively with parents.

FRINGE BENEFITS

Unemployment Compensation, Workmen's Compensation and FICA were covered in Section III - Taxes.

Vacation - Working with groups of young children over an extended period of time is both physically and emotionally demanding. CDCA recommends that your fringe benefit package include annual vacation for all regular full and part-time employees. Some centers cover vacation periods by employing substitute staff. Other stagger staff vacations throughout the summer months when attendance is low. A few centers solve

the problem by closing for two weeks in August. If the plan you choose results in additional costs, those costs will probably show up in the personnel section. If the plan does not result in higher costs, it will result in lower income and will have to be taken into account in your income estimates.

Medical Programs - If your center is connected with a hospital or has a private source of financial subsidy, it may be possible to offer personnel a pre-paid medical program. Otherwise it is unlikely that the program will be able to afford to offer a medical plan to employees. Check out the possibility of offering a program paid for by the employees themselves.

Sick Leave - This is another fringe benefit which should be offered to employees but, like medical benefits, may be too expensive for the center to handle. We encourage you to seriously consider sick leave as a fringe benefit before discarding the idea. There are ways to exercise strict controls so that sick leave benefits are not mis-used.

MINIMUM WAGE

All employees of a day care center are covered by the federal minimum wage law. This is true for non-profit as well as for-profit day care centers and for church operated, unlicensed centers as well as privately owned, licensed centers. ALL EMPLOYEES OF ALL DAY CARE CENTERS MUST BE PAID THE FEDERAL MINIMUM WAGE. For further information or clarification, call or contact:

United States Department of Labor
Wage and Hour Division
210 N. Tucker Boulevard
St. Louis, MO 63101
(314) 425-4706

FOOD

When you are first getting started, you might wish to consider having meals and snacks provided by a catering company. However, on the whole, most day care centers report being dis-satisfied with this answer to the food service problem. Complaints include such things as, frequent increases in prices, meals which do not meet USDA standards, foods that are high in fat, sugar, salt and artificial preservatives, meals that are delivered hours too soon or too late.

Most centers switch to the preparation of their own meals and snacks as soon as it is feasible to do so. Hiring your own cook may add to the cost of the meals served but directors generally agree that the benefits of meals prepared at the center more than offset the added costs.

Until you have experience on which to base your budget estimate for food service, we suggest that you anticipate spending 10% of your income for meals and snacks.

RENT

It is inadvisable to enter into any agreement for rent, lease or purchase of a facility which requires more than 15% of estimated income to meet financial commitments.

Be sure than you have a clearly stated contract and that you have had it read by an attorney. You do not want to find out at a later date that the fine print contains items which threaten the center you worked so hard to develop.

Be sure that you have a firm understanding of just who is responsible for what. Does the rent or lease agreement cover major repairs? If so, how is a major repair defined? What about furnace breakdown?

Roof leaks? What about minor repairs? Are there any restrictions on decorating? What about general cleaning, trash pick-up, grass cutting and snow removal?

LAUNDRY AND CLEAN-UP

It will probably pay you to plan on having your own washer and dryer. Professional laundry services are likely to be too expensive for you to manage.

Teachers can be expected to straighten up their rooms, put things away and mop up spills. They should not be expected to mop, wax or buff floors, wash windows, paint walls or perform cleaning and maintenance duties not directly related to their teaching responsibilities. You will want to contract with a cleaning service or find a local handy man to handle the janitorial and light maintenance work.

TELEPHONE AND UTILITIES

With a little effort on your part, you should be able to obtain very accurate estimates of utility and telephone costs. Contact Southwestern Bell Telephone, Laclede Gas and Union Electric Company or the utility companies in your area and ask to talk to a service representative.

PROGRAM SUPPLIES

Many people have a tendancy to under-estimate the amount they should spend on supplies for program activities. Most of the good programs seem to spend between $35 and $50 per child per year for expendable supplies. You may want to spend even more.

The lack of enough equipment and supplies severely restricts the staff's ability to offer an effective program for children. Without enough to do, children become bored. The combination of frustrated staff and bored children can lead to a poor program and a bad public image.

INSURANCE

While insurance is absolutely necessary, the amount of money you will have to spend to adequately protect yourself amounts to a relatively small part of your total budget outlay. Check CDCA's Insurance Manual or ask to be referred to several reputable insurance brokers.

EQUIPMENT

Situations will vary but a rule of thumb used by many day care operators in figuring the cost of office, kitchen, classroom and playground equipment for a NEW center is estimated as the licensed capacity times $300 to $350. Consequently, using this formula, a new center for 100 children might expect to spend between $30,000 and $35,000 for equipment.

Replacement costs for equipment for ESTABLISHED centers can be estimated at one-half to one percent of total annual budget.

SUMMARY

Once you have completed your estimated expenditures you will be able to add them up and see how they compare with your estimated income from all sources. If estimated expenditures are higher than estimated income, you will have to go back and cut budget items or increase the fees you intend to charge or both, until you have achieved a reasonable balance between income and expenditures.

Once you have the budget in balance, go back one more time and check the weekly fee using the formula shown below:

$$\frac{\text{NET INCOME}}{\text{52 WEEKS X LICENSED CAPACITY X 90\%}} = \text{WEEKLY FEE}$$

This formula assumes a vacancy rate of 10%. Let's take a look at an actual situation. The Lucky Charm Day Care Center has a licensed

capacity of 100 children. It operates 52 weeks a year and plans on having a 10% vacancy rate. The projected budget is $211,932. The director would like to have a fee of $45 a week since that is the going rate in the community where the center is located.

Applying the formula, we have:

$$\frac{\$211,932}{52 \times 100 \times 90\%} = \$45.28 \text{ per child per week}$$

In order to get the weekly price down to $45.00 the director is going to have to cut some money from the budget and the amount which will have to be cut will equal:

$$.28 \times 52 \times 100 \times 90\% = \$1,310.40$$

SOURCES OF FUNDS

There are no sources of private or public grant funds available for the purpose of starting a day care center. For profit groups may be able to qualify for a loan from the Small Business Administration, in fact, we know of several local day care centers which were started that way. The Small Business Administration usually requires the borrower to have a substantial amount of private capital to invest in addition to the SBA loan. Private capital may come from personal savings, from the sale of stock or from other financial resources available to the owners.

Non-profit groups will not qualify for an SBA loan, and probably will not qualify for a loan of any kind unless the organization has property or assets which can be used as collateral. On the other hand, the non-profit organization can use its tax exempt status as the basis for conducting a private fund raising campaign to generate the funds needed to obtain and renovate a building and to equip it.

United States Department of Agriculture Child Care Food Program funds are available to non-profit, tax exempt centers licensed by the Missouri Division of Family Services and, to some licensed for-profit centers. The Child Day Care Association can provide you with information regarding application procedures.

The vendor day care program is available to all licensed day care centers and homes. Under this program, the Missouri Division of Family Services will agree to pay a flat rate for the care of children of families participating in selected state/federal programs. For example, Aid to Dependent Children, Protective Service cases, etc. Day care centers and homes may charge the qualified family a co-pay fee over and above the vendor fee in order to meet the actual expense of providing the service.

Non-profit day care centers which are tax exempt under 501 (c) (3) of the Internal Revenue Service Code may be eligible to apply for admission to the United Way after several years of operation. They will need to show that the center operates a high quality program, that it has strong community support and that it is meeting a community need. Specific application information should be obtained directly from the United Way of Greater St. Louis, 915 Olive Street, St. Louis, MO 63101, (421-0700).

PLANNING A DAY CARE BUDGET

Cost for group care varies considerably according to the type and comprehensiveness of the program, staff members, number of children, equipment, and locality. Although an exact budget cannot be given, this outline lists usual items to be considered.

Name of Center _____ Date _____

Director, Supervisor, Board President _____

INCOME

Fees for Care: Total

Average No. of Children _____ Fee per child _____ _____

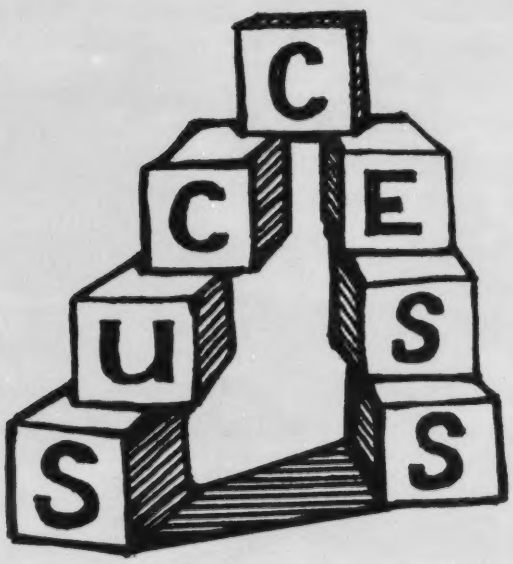
Other income or contributions (per month) _____
Estimate _____ Total inc./mo. _____

MONTHLY EXPENDITURES

Salaries:	Professional:	Director, teachers, assistants, aides	_____
	Clerical:	Secretary, clerk, typist, accountant	_____
	Other Personnel:	Maintenance, cook, helper	_____
	Consultants or Part-time Staff:	Pediatrician, nurse, social worker, psychologist, dentist	_____
	Substitutes:	For all staff	_____
	Para-Professionals:	Pre-service & in-service education and training	_____
			_____
Related Expenses:	Fringe benefits	_____	
	Social Security taxes	_____	
	Workmen's Compensation	_____	
	Unemployment tax	_____	
	Disability insurance	_____	_____
Building:	Rent, mortgage payment or amortization	_____	
	Interest on borrowed money	_____	
	Taxes or assessments	_____	
	Insurance-property, fire & liability	_____	
	Repair or improvement of building, equipment, or grounds	_____	_____
Equipment: (Basic Furn.)	Offices	_____	
	Children's rooms	_____	
	Kitchen equipment	_____	
	Parent's room	_____	_____
	Program equipment & supplies	_____	
	Office supplies (postage & stationary)	_____	
	Kitchen & household supplies	_____	
	Additions & replacements	_____	
	Minor repairs (windows, fixtures)	_____	_____
Transportation:		_____	
Utilities:	Heat	_____	
	Light	_____	
	Water	_____	
	Telephone	_____	
	Other	_____	_____
Meals, including morning and afternoon snacks			_____
Other Expenses:	Dues, subscriptions, memberships, conf. costs	_____	
	Parents' meetings	_____	
	Petty cash - trips, emergencies	_____	
		Total Monthly Expenses	_____
		Estimate profit or deficit	_____

SECTION VII

Guidelines for Success



SECTION VII

GUIDELINES FOR SUCCESS

The rapid development of new day care centers by national chains and local churches has created a highly competitive situation. If you are to be successful, you will have to pay close attention to every detail within your own business and stay keenly aware of what's happening in other day care centers around you. You cannot simply bring the center into being, turn it over to a manager and forget about it!

Here are some things to keep in mind:

1. Expenses tend to go up faster than income. Some centers operate successfully for a year or two only to go under in the third or fourth year. It takes good management to keep expenses under control while maximizing income.
2. Except in unusual circumstances, it will take from two to six months for a new center to reach full enrollment. Plan for it!
3. The greatest turn-over in children takes place in July, August and September. This is when 5-6 year olds will be leaving the day care program to start school. Consider a special summer program for school-age children to pick up the slack. Use the summer period to recruit and register new preschoolers in advance. Consider your own full-day kindergarten program to accomodate parents who can't cope with traditional half-day kindergarten programs.
4. The director is the key to a good program. Knowledge of preschool educational programs and teaching methods is extremely important. Good administrative skills are equally so. The competent director will have both. If you have to save money,

this is not the place to do it. The lack of a competent director has destroyed more day care programs than any other single factor.

5. Good straight forward business practices are a must. Parents should pay fees one full week in advance. If the director allows a family to build up a debt of uncollected fees, the ability of the center to stay open is threatened. Remember, you are less likely to collect large debts than small ones.
6. Anticipate the re-newal of local permits and licensing requirements. Develop a "tickler" file for all important deadlines.
7. Maintain adequate insurance. Keep the center rree from hazards. Terminate any staff who fail to supervise children properly or who use unreasonable forms of discipline.
8. Make provision for regular weekly staff meetings. Communication between staff is important. Also make arrangements for staff training on a regular basis.
9. Don't plan to get rich quick. Taking too much "profit" out of the center too soon, is a sure way to go broke in a hurry.
10. Don't over-borrow. Interest payments on loans are part of your over-head expenses. You must keep over-head costs to the bare minimum.
11. Relationships with parents must be handled with great sensitivity. Your policies and practices must reflect firmness and fairness. An unhappy parent is bad for public relations.
12. Don't be afraid to seek professional help for problems that just don't seem to go away.

13. Buy good quality equipment. Trying to "get by" with cheap equipment will cost you more in the long run.

14. Set up a solid system for handling cash fee payments. Institute proper checks and balances. Remember, your staff will be handling money when you're not around. Don't tempt people with loose fiscal controls. Check into bonding insurance.

15. Always stay aware of the need to constantly market your center. It should not only be a good place for children, it should look like a good place for children to be. Consider what you can do to make the center uniquely attractive to parents. Perhaps, you might offer ballet lessons, swimming lessons, field trips, cultural enrichment programs, mini-graduation exercises, family fun nights or week-end family camping at a nearby resident camp.

The centers that achieve success will be those that establish a good public image, a solid program of care and education well managed and offered at a competitive price.

SECTION VIII

Curriculum Models

SECTION VIII

CURRICULUM MODELS FOR EARLY CHILDHOOD EDUCATION PROGRAMS

The pre-school education curriculum models described in this section are currently in use in the United States. Many day care centers and pre-school programs use modified versions of these models, altering selected aspects of the curriculum in order to achieve a different set of educational goals. Curriculum planners are encouraged to develop the curriculum with great care and with a high sense of professional integrity.

MODELS

Bank Street Model (Developmental Interaction Model), Elizabeth Gilkeson

Cognitively Oriented Curriculum (Weikart)

Montessori

Piagetian Preschool (Constance Kamii)

Responsive Model (Tanaka)

Tucson Early Education Model (TEEM), Ronald Henderson

Issues that Differentiate Programs:

1. Structured Vs. Unstructured Curriculum
2. Planned Instruction Vs. Self-Discovery
3. Academic Vs. Affective Skills

INTRODUCTION AND HISTORICAL PERSPECTIVE

Operation Head Start, launched in 1965, recognized the importance of early education, especially for children of low income backgrounds. Prior to that time, relatively little systematic work had been done on theory and research leading to development of effective preschool programs. Since then, many experimental programs of educational intervention have been designed, reflecting different theories and techniques.

In order to more effectively select useful methods, the teachers need to become familiar with various contemporary and historical points of view.

It seems likely that future historians of early education will regard Operation Head Start as the major force responsible for the growth of various model programs of early education in the sixties and seventies.

These new programs were often presented, sometimes dramatically, with theoretical arguments and occasionally with research evidence as support for their merits. They offered solutions and supplied a need for specific information and effective procedures in the classroom.

It is not possible to describe all the new and modified programs of early education that were inspired by the enthusiasm of the sixties and seventies, but some of the prominent examples will indicate the variety in point of view and practice that is available. The summaries cover basic issues in philosophy and implementation. Most of these programs have some objectives in common but differ in emphasis and manner of implementation. Some are widely known and may be identified by the sponsor's name. Most of the programs were sponsored by universities and funded by private foundations. Before these efforts, there had been a few formal programs of instruction as represented by Maria

Montessori (1870-1952). But on the whole, prior to the mid-1960's, little systematic effort had gone into devising programs based on research.

The Bank Street Model (Developmental Interaction Model)

Elizabeth Gilkeson

The Bank Street Model, sometimes called the Developmental Interaction Model, supports the following philosophy: An interesting, supportive environment stimulates a natural interest in learning that all children possess. Children's play provides endless opportunities for each child to pursue his or her own learning goals, which unfold and expand as the child progresses. Academic skills alone (out of context of real life) are useless unless they have meaning for children in their everyday lives.

The Bank Street Model may utilize a variety of teaching methods, from directly presented, pre-planned lessons to the more often used indirect or discovery method.

"The environment is planned to provide maximum opportunity for exploration and discovery, and to allow children a lot of freedom to choose their own activities. Group activities, such as cooking and building, are typical. These activities provide the learning context for concepts such as time and measurement, as well as social and communication skills."

The Cognitively Oriented Curriculum - David Weikart

The first of Weikart's notable cluster of preschool experimental programs was a home and school cooperative effort known as the Perry

Preschool Project. He and his staff later compared three other styles of programs to determine the impact of different types of curricula. One of the most interesting of these was a program oriented toward the theories of Piaget, called the Cognitively Oriented Curriculum. In all these (original) programs, there were visits by the staff to the homes of the children, and in all, the role of the program supervisor was significant. There was constant discussion among the staff regarding improvements in the program(s) and plans for individual children. There was a constant, ongoing monitoring, feedback and assessment of the teacher's work, in which he or she was very much involved.

Some persons, noting the term "cognitively oriented" have assumed that there is little concern in this program for the social and emotional development of the children. In fact, the program is highly sensitive to these matters. One of the chief concerns of the program is that adults accept children (and their parents) as they are--linguistically, culturally and developmentally. Such acceptance means that the teachers view children as active participants, contributing members so to speak, who help create the program. This results in children having considerable control over what happens to them. The emphasis on mutual planning, working and evaluating establishes personal responsibility in the child.

Because the curriculum is attuned to the cognitive development of the individual child, children have ample opportunity to explore and experiment at their own level of knowledge. Planning, choices, follow-up and recapitulation of the child's work are all crucial to the philosophy of this program.

The following intellectual (cognitive) components of the curriculum are listed as "key experiences" in Young Children in Action (see

Bibliography):

Active Learning

Using Language

Representing Experiences and Ideas

Logical Reasoning

Understanding Time and Space

Montessori

A major goal of the Montessori system is to provide "freedom within limits" for the child to develop mental, physical and psychological abilities. Sensory-motor skills are emphasized strongly. The environment is planned in great detail, with materials designed to hold children's interest and to provide automatic feedback (self-correction). The child chooses his own materials from a large selection and sets his own pace. The teacher's role is to prepare the use of materials and observe the child carefully to assess the degree of learning. Language is not emphasized strongly. Much of the child's work is carried out individually. Pride in successful completion of work, cooperation, concentration and the use of everday home-making skills are all valued as contributing to the child's growth and development.

The Piagetian Preschool - Constance Kamii

The main educational goal of the Piagetian Preschool is the development of the entire personality, with specific emphasis on intellectual and moral autonomy. Kamii asserts that the educational implications of Piaget's theory are broader in the socio-emotional realm

than in the cognitive realm. The major socio-emotional objectives include: feeling secure in relationships with adults, respecting the rights and feelings of others, and being independent, curious, confident and resourceful. The two primary cognitive objectives are "to come up with interesting ideas, problems and questions" and "to put things into relationships and notice similarities and differences."

Teachers in the Piagetian preschool attempt to understand what the child is thinking and to help him construct each of three types of knowledge--physical, logico-mathematical, and social--in the most appropriate way. In addition to physical or sensory information (derived from objects) and knowledge of logico-mathematical operations (derived from experimentation and the child's inner reasoning), there is a third kind of knowledge which must be derived from interactions with people. This is called social knowledge. Examples would include knowing that one is not supposed to jump on the table, that we eat meat and vegetables before dessert, and that there is no school on Saturdays and Sundays.

Kamii believes that language is always an outgrowth of inner experience. Symbols and words are only as good as the intelligence that uses them. Teaching, therefore, focuses on the development of understanding, thinking and ideas rather than on the teaching of symbols and words. "The teaching of words is not the same as developing children's power of reasoning."

The Responsive Model - Masako Tanaka

This program is based on the idea that children learn at different rates and in different ways but, most importantly, they learn best when they are interested. They believe that the development of

intellectual abilities (or learning how to learn) and a healthy self-concept are crucial to a child's success both in school and later in life. Problem-solving is seen as the essence of learning and, therefore, the program emphasizes the development of certain skills and strategies such as inductive and deductive reasoning.

The curriculum is organized into units that make use of specific toys and games. Few printed materials of a workbook nature are used. The child is encouraged to explore and experiment. The teacher selects a variety of materials, then children may choose what interests them and work at their own pace.

The Tucson Early Education Model (TEEM) - Ronald Henderson

Originally designed for Mexican-American children, it is now used in preschool through third grades with children of all ethnic backgrounds. The program attempts to develop certain skills, particularly in language, and raise self-esteem of the children in the program. Four areas of skills are emphasized to help prepare children for successful participation in schools and modern society:

1. Language competence
2. Intellectual basics, including such skills as planning, organization and recall
3. Motivational basics (having a positive attitude toward school)
4. Societal arts and skills (including reading and arithmetic)

In this program there is no ordered curriculum and activities are designed in a way that allows many different skills and concepts to be taught at the same time. Most activities are arranged around everyday experiences such as woodworking or cooking. A typical project might be making ice cream, during which the children encounter new words and concepts; measure, multiply and follow directions, and plan and work co-

operatively. Each project is designed to work toward all four principal goals of the program. The teacher's primary role is that of organizer. There is strong emphasis on individual and small group instructions, modeling or imitation, and reinforcement. Spontaneity is encouraged. The physical environment is organized into interest areas.

ISSUES THAT DIFFERENTIATE PROGRAMS

The various types of programs of this era, whether innovative or traditional, take stands on educational issues that have concerned educators throughout modern history. The name, size or location of a school tells little or nothing about what that school intends to do for its children. However, the stand a school takes on certain basic issues immediately gives the student, observer, prospective teacher or parent an idea of its philosophy and the direction its teaching will take. It helps answer the questions "What kind of program is it? What can be accomplished with children in this program as compared to another?" Some key issues which will be briefly discussed are:

1. Structured versus unstructured curriculum
2. Planned instruction versus self-discovery
3. Academic versus affective skills

1. STRUCTURED VS. UNSTRUCTURED CURRICULUM

The term "structure" may have a negative connotation to some, because it suggests the image of mechanical, insensitive rigidity. This is only one meaning of the term and not the most significant one. For purposes of this section, "structure" may mean one or both of the following:

(a) A clear awareness in the teacher's mind of an underlying design to a total curriculum. The teacher keeps in mind overall goals that she uses to help organize and provide experiences for the child.

Responding to the child's interests, needs and cues, the teacher makes constant use of incidental experiences to provide teaching/learning situations.

(b) Another meaning of "structure" refers to a prearranged sequence of materials for presentation to the child. This kind of structure may be highly similar from school to school and can easily be programmed and used somewhat like a script. Some programs based on this type of structure use definite lesson plans in which one lesson is presented and presumably mastered before the next is introduced.

"Unstructured" (in this article) means that teachers do not base the curriculum on any systematic concepts of child development or early childhood education. An unstructured program has no underlying concept of how to create an environment that will offer maximum opportunities for challenge and growth in mental, social, affective and physical areas of behavior.

Proponents of programs that are structured both in their underlying design and in a sequenced method of presentation to the child, argue that such teaching principles make for more effective and efficient learnings. Perhaps something can be said for giving an inexperienced teacher a "script". A "script" is better than nothing, but is not as desirable as a creative teacher with a curriculum and working philosophy clearly in mind. The most effective teachers can make use of a structured presentation of materials (sequenced) when this suits their purposes and can also utilize spontaneous opportunities to accomplish curriculum goals when they arise.

2. PLANNED INSTRUCTION VS. SELF-DISCOVERY

"Teach them facts and concepts!" versus "Teach them how to think and learn!" A second dimension along which programs group themselves

concerns how children learn. Do children learn best from specific instruction or by discovery? Is it better to give children information deliberately or to encourage them to find out what they are expected to know?

Two modern psychological theories--the learning theory associated with the American psychologist B.F. Skinner and the cognitive-developmental theory based on Piaget's work--have widely influenced the more recent answers to these questions but have by no means resolved the difference in point of view. Skinnerians emphasize the acquisition of knowledge through instruction, while Piagetians stress the discovery-developmental method.

The Skinnerian holds that the goal of education is to produce specific behavioral, observable changes. School programs based on this theory begin by determining the specific behaviors desired and proceed by building up the child's store of responses one at a time. For example, in learning to write their names, children would first need to know something about writing materials and their uses as well as the shape and sequence of certain letters. A child's responses are regulated by stimuli that the teacher introduces in a planned sequence.

The Piagetian sees early learning as a matter of the child's building his/her own cognitive structures. Rather than being governed by external stimuli, it is the child himself, who controls and responds to certain stimuli. Other stimuli may be ignored. Through his own experience (discovery), structures (ideas) emerge in the child's mind which then guide further perception, combine with other ideas, and result in the acquisition of concepts. Children can learn only if they have already built up a store of sub-structures needed to master a new task. According to Piaget, children must make their own

contributions to the learning process. Learning occurs only when ideas have become "the child's own," when the child is deeply involved in the issue at hand. Therefore, teachers need to provide materials that whet the child's desire to see how new information compares with their own present knowledge or concepts; and that permits them to continually expand, revise and recombine ideas through examination and questioning. Only by changing internal structures does the child progress from one level to the next and so acquire new learning.

Critics of Piaget's theory claim it does not permit teaching, that one waits and waits for the child to reach a particular stage in order for learning to take place. An inexperienced teacher may not know how to prepare adequately stimulating materials, when to question and challenge the child, or when to stand back and let the child formulate their own theories.

Those who favor Piaget's cognitive-developmental view tend to feel that the Skinnerian emphasis on "acquiring responses" is merely rote learning without understanding. To the Piagetian way of thinking, it follows that without experiential understanding (i.e., relating new ideas to what is already known), a child has not really learned.

The effectiveness of both learning theories greatly depends on proper sequencing of tasks, but the Piagetian is inclined to be concerned with the total organization of thought, and the Skinnerian tends to deal with specific step-by-step increments.

3. ACADEMIC VS. AFFECTIVE SKILLS

"Prepare them for school!" vs. "Help them feel, and be themselves!" Programs that emphasize development of academic skills are likely to stress teaching of language, shape, color, concepts and prereading skills. The staff will see that children work with numbers and number

concepts. Children's speech habits will be closely watched and often assessed. In short, the teaching will concentrate on a curriculum that makes it possible for children to move more easily into the primary grades.

At the other end of the scale, another school might place primary emphasis on developing a child's affective skills. Teachers in this kind of program spend a major portion of their time helping children build positive self-esteem with activities that encourage self-awareness and getting along with others. The following are examples of this type of activity: displaying pictures of the children at child's eye level; constantly using children's names by labeling coat lockers, art work, and through songs and games that recognize each child; placing of full-length mirrors in dress-up corners and encouraging children to look and describe themselves and others; tape recording children's voices for identification and discussion in the larger groups; encouraging group cooperation and social skills through group games, group art projects (murals), group dramatics, little celebrations.

The primary concern of teachers in such programs is to develop humanistic skills through activities that are designed to heighten a child's awareness of their feelings of self in relation to others, of one's own uniqueness, and the legitimacy and value of one's personal contribution to the larger group. The term "cognitive" can mean different things to different people. In this article, we define it as reasoning and thinking skills and not as academic skills. See Model #2, Weikart's Cognitively Oriented Curriculum and Model #5, Kamii's Piagetian Preschool.

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The above books are in the CDCA library.

SECTION IX

Answers to Frequently Asked Questions

SECTION IX

ANSWERS TO FREQUENTLY ASKED QUESTIONS

Where can I get money to start a center?

There are no federal, state or local grants available to construct, renovate or equip day care centers.

Individuals wanting to start a day care center as a private business may be eligible for a loan from the Small Business Administration.

Groups of people wanting to start a non-profit day care center will have to have a capital funds drive to raise the money they need through charitable efforts. Such groups are not eligible for Small Business Administration loans. In order for givers to claim their gift as a charitable deduction on their income tax, the non-profit organization will have to obtain Federal Tax exemption. This is usually, but not always, accomplished under Section 501 (c) 3 of the Internal Revenue Service Code.

Where will the money needed to run the center come from?

Privately owned centers can only look to two sources of income: fees paid by parents and fees paid to the center under the Vendor Program of the Missouri Division of Family Services. The Vendor Program pays a set fee per day for each day of service given to the child of an ADC family wherein the parent(s) is working or in training leading toward employment.

Non-profit centers have a number of potential sources of funds:

1. Fees paid by parents.
2. Fees paid by DFS under the Vendor Program.
3. Income for meals and meal preparation from the United States Department of Agriculture Child Care Food Program. (Call USDA Denver, Colorado, office for information, 1-303-837-5005.)
4. Grants from trusts and foundations.
5. Fund raising drives.
6. Funds for equipment from Old Newboys and The Variety Club.
7. Participation in government funded employment and training programs such as PSE-CETA, etc.

Can I start with a small number of children?

Yes, but don't get locked into a facility that cannot eventually be licensed for, at least, 60 to 75 children!

Overhead costs make up an important part of total operating costs. The smaller the licensed capacity, the higher the cost of a day of care. Centers licensed for 60 or fewer children will have a hard time making ends meet, the overhead cost will become the tail that wags the dog.

Ideally, a center will have enough space to accomodate 90 to 100 children. You don't have to start that big but you want to be in a facility that will allow you to become that big when you are ready.

Centers for more than 100 children are even more financially efficient but they tend to become programmatically unsound. We advise against centers for more than 120 children.

What kinds of buildings make the best day care centers?

The best day care building is one that is designed and built to be a day care center. We recommend a one story building, built on a slab foundation (no basement) with a central service core (heating, cooling, storage, bathrooms, etc.) and with as few interior walls as possible. This gives you some back-up protection to your investment. If the day care center fails, minor alterations to the building will make it attractive for other uses.

If you cannot build your own building and must rent, lease or purchase an existing building, consider the following possibilities:

a. An educational building connected with a church. Many such buildings were designed to contain "classrooms" and often are well suited for renovation as a day care center.

b. Supermarkets. A supermarket that has gone out of business can sometimes be converted to a day care center. It will probably require the addition of extra bathroom facilities and fenced in outdoor play space.

c. Schools. Private and/or public schools which are no longer in use may be able to be converted into a day care center. Make sure that you can handle the cost of heating and maintenance.

d. Commercial buildings. Not usually suitable for a day care center but there are exceptions. Problems presented often center around a lack of outside play space.

e. Homes and residences. May be fine for a group home (10 or less capacity) but rarely is suitable for a day care center. Too much wasted space. Licensed capacity is likely to be too small to be cost effective.

What about security?

Believe it or not, day care centers are targets for burglary and vandalism, particularly if they are located in high crime areas.

One way to deal with security problems is to set aside a small part of the space as an apartment for a man and wife care-taker couple. The man can help with minor repairs and maintenance, and the woman can help

out in the kitchen and do light housekeeping. The mere fact that someone lives in the facility acts as a great deterrent to crime and vandalism.

If circumstances will not permit part of the space to be used as an apartment, you will have to consider the installation of a fairly sophisticated burglar alarm system.

Where should I locate the center?

If the center is going to support itself primarily on income paid by parents as fees, you will want to be in an area where 10% - 12% of the population is under age 6 and where 20% - 25% of the adults are in the 21-35 age range and earning at the state median income level (plus or minus $3,000).

Site location also has to take into consideration other day care centers already serving the area you have in mind. The Child Day Care Association has this information on file and has it displayed in the form of a planning map showing the location of all day care centers in the Metropolitan St. Louis area.

Call the centers in your target area. If they have openings, be cautious about selecting this area. If they are filled and have waiting lists, chances are there is room for your center.

Check traffic flow. You should be on the same side of the street as the main morning traffic flow. People on their way to work appreciate not having to turn across traffic to get to the center.

Is there a time of the year that is better for opening a center than others?

It is very important to plan for a September 1st opening date and to use the summer months preceding that date for advertising, public announcement and recruitment of children.

Parents use the summer to "get ready" for the rest of the year. Remember, many of the children you will care for have older brothers and sisters in grade school. Once plans have been set for the enrollment of all the children in grade school or day care center, parents are hesitant to make changes. If you try to open at other times of the year, you will find that parents have already made child care plans and will not want to make mid-year changes. We rate the months of the year this way:

Best Time To Open	September 1st
Next Best Time To Open	June, July, August
Worst Time To Open	December
Next Worst Time To Open	January, February

What child care fee should I charge?

If you do a good job of using the budget exercise in this manual, you should come very close to determining the fee you must charge to meet

expenses. How much more to charge is a matter of what the traffic will bear and what other centers are charging.

As of early 1982, fees for full day care are ranging from $30.00 to $55.00 per child per week. The fee for a second child from the same family is often discounted anywhere from 10% to 50%. Fees normally include meals, however, if breakfast is not part of the fee package, you could charge separately for this if the parent wants you to provide breakfast. Non-profit centers normally do not charge separately for any meal as they can be fully reimbursed for the cost by the United States Department of Agriculture.

Some centers make separate charges for special activities such as fieldtrips, swimming lessons, dancing lessons, etc. CDCA does not approve of this practice because it tends to create negative feelings in those children who, for any reason, cannot participate in the same activities as other children.

Should I rent, lease, buy or build?

If you can afford it, we would recommend building a center. It will be designed for day care and, therefore, will be more cost efficient and it will give you more control over your future.

Your next best option is to buy an existing facility provided, of course, that you keep in mind the considerations pointed out earlier in this manual.

If you cannot build or buy, consider a lease. But you have to be very careful here. Leases are strong legal documents.

a. If you sign a long term lease (five to ten years) you could be faced with a problem if the center fails to become well established and successful. Your commitment will require you to continue to make lease payments whether you have any income from the center or not. You might find yourself in the position of having to sub-lease the facility in order to cut your losses.

b. If you sign a short term lease (one year) you could invest a lot of money in renovation only to find that the landlord wants to lease the building to someone else at the end of the year.

c. Ideally, you would get a one year lease (subject to the building being approved for state licensing) with an option for an additional five or ten year lease.

Renting is to be avoided if at all possible. You never have more than month to month control over your future.

SECTION X

Board/Executive Relationships

SECTION X

BOARD/EXECUTIVE RELATIONSHIPS

Whenever lines of authority between the board, its executive and staff are unclear, over-lapping or inappropriate, the organization is headed for difficulty. A board which becomes inappropriately involved in the day to day administration of the program creates unnecessary problems and work for the staff and contributes to poor morale. If on the other hand, it fails to assume its proper responsibility and authority, it leaves the executive free to administer the program without needed checks and balances.

The board, the director and the staff each have their own proper and necessary functions to play. When properly balanced, the result is a harmonious effort, problems can be dealt with efficiently and effectively, goals and objectives can be accomplished and staff morale is likely to be high.

The following guide is based upon materials prepared by Brooks Bernhardt and Associates. The Child Day Care Association has modified it slightly for day care programs.

Board of Directors Areas of Responsibility	Executive Director Areas of Responsibility
PROGRAM:	
Avoids duplication between agencies.	Avoids duplication between agencies.
Reviews and approves program.	Carries out Board approved programs.
Audits program results.	
Suggests new programs or terminates old programs which are no longer viable.	Recommends modification of existing programs, suggests new programs.
PERSONNEL MANAGEMENT:	
Reviews staff complaints and grievances if staff are unsatisfied with the director's administrative action.	Employs and terminates all staff.
	Evaluates staff at least annually.
	Provides for the training of staff.

Board of Directors Areas of Responsibility	Executive Director Areas of Responsibility
Evaluates the Executive Director. Obtains volunteers.	Trains and utilizes volunteers.
OFFICE AND BUILDING:	
Acquires and/or constructs facilities. Assumes responsibility for security and safe keeping. Assumes responsibility for upkeep, i.e., reviews maintenance and housekeeping.	On-going daily maintenance and housekeeping. Physical layout of working space.
FISCAL MANAGEMENT:	
Raises funds. Reviews and approves budget. Requires monthly or quarterly financial statements. Requires annual CPA audit. Reviews Director's recommendations for merit increases. Holds Director responsible for the expenditure of funds.	Prepares budget. Operates within budgetary limitations. Assists CPA auditor. Prepares proposals and administers grants and aid. Recommends merit increases for staff when appropriate.
POLICY:	
Sets policies. Evaluates over-all agency performance. Reviews and adopts agency fees for service.	Carries out board policies. Interprets policies to staff. Recommends changes in policy. Implements fee schedule and assumes responsibility for collection.
PROFESSIONAL SERVICES:	
Establishes employment standards and job performance standards for professional staff. (Jointly with director.) Monitors acquisition and maintenance of required licenses, building permits, inspections, etc.	Directs professional staff and monitors professional performance. Suggests modifications (jointly with staff or selected key staff). Institutes action to obtain and keep current, licenses, building permits, inspections, etc.
RESEARCH AND KNOWLEDGE:	
Suggests projects and/or areas for research and development. Offers individual expertise. Keeps up-to-date on the current state of knowledge regarding what constitutes quality service. Obtains funds for research.	Maintains current knowledge in professional areas of expertise used by the agency in the provision of its services. Keeps staff well-informed and properly trained. Obtains funds for research.

Board of Directors Areas of Responsibility	Executive Director Areas of Responsibility
PUBLIC RELATIONS:	
Sells the agency and its program. Secures funding sources.	Sells the agency and its program. Secures funding sources. Acts as spokeman for the agency, liaison with the public, news media, clients, etc.
REPORTS:	
Reviews reports. Stays well-informed regarding the current status of the agency.	Prepares reports. Interprets data, nature of problem, etc.
LEGISLATION:	
Keeps currently informed of all legislation which affects or might affect the agency. Represents the views of the agency. Lobbys in behalf of the agency.	Keeps board advised of current or proposed legislation which might affect the agency. Provides legislators with educational and/or informational materials.

SPECIAL OBSERVATIONS

We have closely followed the progress and development of more than 50 different day care centers over a period of more than ten years. Based on those observations, we offer the following suggestions for your consideration:

1. Staff Members. Problems with a staff member or between staff members falls within the scope of the director. Staff problems should only come before the board when every effort made by the director has failed.
2. Executive Director. The competence and effectiveness of the director is a matter for the board. In general, the board hires the director to administratively lead the staff and the agency toward the goals set by the board. The director should be regularly evaluated by the board just as the director regularly

evaluates the rest of the day care center staff.

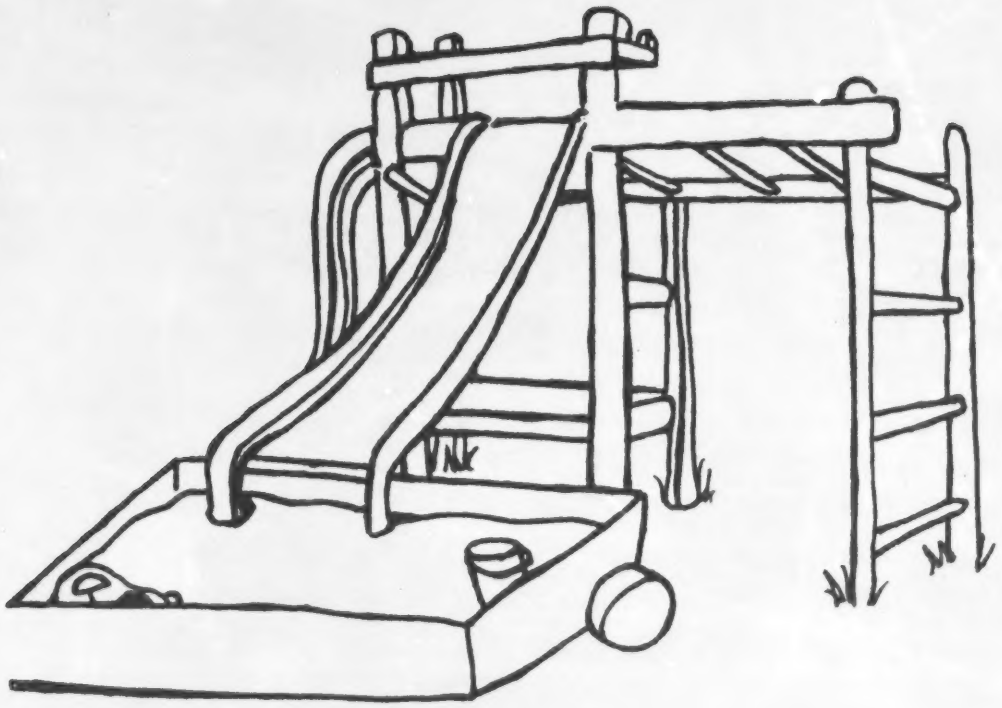
3. Board Members. Individual board members sometimes feel called upon to "take over" some of the director's administrative functions. This is always a mistake! If the director cannot keep board members operating within their proper role, it will be up to the board chairman to step in and straighten things out.

4. Board Chairmen. Some people can't handle power without misusing it. And since board chairmen are people, its safe to say that some board chairmen mis-use the power of their office. When this happens, the total board must act to bring this chairman back into the mainstream of good procedures and practices. It may be necessary to pass a resolution "censuring" the chairman or, in extreme cases, to act to remove the chairman from office.

   More than one day care center has been destroyed by a board chairman who dictated self-destructive policies while other board members stood idly by and watched it happen.

SECTION XI

Equipping the Day Care Center



SECTION XI

EQUIPPING THE DAY CARE CENTER

A day care center that wishes to provide a high quality developmental program for young children will begin by planning for appropriate equipment in sufficient variety and quantity for the number and ages of children to be served. The type of equipment selected and the way it is arranged will indicate what the center's leadership believes about children. If exploration, social interaction, problem solving, communications, experimentation, self motivation and the acquisition of skills are of high priority, then the equipment and its arrangement will reflect this.

In addition to planning for children, attention needs to be directed to the important adults - staff and parents - in a center. Provisions for storage of staff's personal possessions, a resource library for staff and parents, arrangements for a private area for conferences and meetings with comfortable chairs and a table, as well as bulletin board for sharing information, need to be considered.

Whether one begins with a lavish budget or more limited resources, there must be a plan to provide for the gradual acquisition of additional equipment and for the replacement of worn items. Resourceful persons will find that there are many free and low cost materials, homemade, recycled or donated, which may be utilized on a temporary basis or regularly to enhance children's use of the basic materials.

Visits to a variety of day care centers and nursery schools as well as contact with local professional organizations such as the St. Louis Association for the Education of Young Children and The Child Day Care Association can provide guidance and direction.

OFFICE, KITCHEN and MAINTENANCE

Office, kitchen and maintenance arrangements will vary with the center's particular site. It is often possible to use existing desks, typewriters and filing cabinets, thus eliminating that expense. In any event there should be a secure system for maintaining the center's records - personnel, financial, children's and administrative.

Whether or not food service is provided by the center's own kitchen or catered, a refrigerator is a necessity for storing snacks and children's medication. Provision must also be made for storing dishes, plates, cups and flatware.

Centers may choose to contract for their maintenance services or employ their own maintenance person. Basic on-site needs would include: pails, mops and sponges, vacuum cleaner, broom, trash cans, soaps, detergents and disinfectants, towels, bathroom plunger, hammer, pliers and screwdrivers.

The most desirable way to manage laundry in a center is to provide a commercial washer and dryer at the site. Alternatives to this include the use of a laundry service or a nearby laundromat.

BASIC PROGRAM SUPPLIES

Large newsprint, construction paper in a variety of colors, paper and plastic bags, paper napkins, paper towels, foil, wax paper, shelf paper, tempra paint and extender, paint brushes in various sizes, markers, crayons in two sizes, chalk, paste, glue, shaving soap, cornstarch, baking soda, terra cotta clay, flour-salt-oil-alum for play doh, soft wood, nails, sandpaper, screws, nuts and bolts, sand, seeds, food coloring, eye droppers, toothpicks, yarn, rubber bands, first aid supplies.
For programs with two year olds - disposable diapers and wipes.

TEACHER SUPPLIES FOR EACH CLASSROOM

Scissors, tape, markers, stapler, string, planning book, pencils, sponges, file box with index cards, facial tissues, pail, soap and sponge, broom, dust pan and waste can.

FURNSIHINGS

Classroom furnishings need to be in good condition, sturdy, and easy to move and clean. Painted surfaces should be free of lead base paint. Furnishings which may be improvised are indicated with an asterisk.

BASIC FURNISHINGS for 20 Children, Ages 3, 4 and 5

*20 Lockers
Hooks and individual container such as plastic dish pans may be used.
Low tables to seat 20
20 Child-size chairs
2 Adult chairs
*Storage shelves - low and open for play materials. Bricks and boards or plastic crates may be used.
20 Cots and bedding
Arrangements for wall display either bulletin boards or tack strips.
Large waste basket
Closed teacher storage cabinet

NICE ADDITIONS

3 extra children's chairs
Adult rocking chair
Hinged shelves
Drawer unit
Large chalk board
Area rugs

BASIC EQUIPMENT for 20 Children, Ages 3, 4 and 5

ART AREA

Double Easel
*Drying rack
clothes line, skirt hanger, netting on the wall.
Waterproof aprons
Tools: basic brushes of various sizes, rolling pins or block cylinders, cooking cutters, children's blunt scissors (right and left handed), 2 punches.

BASIC EQUIPMENT for 20 Children, Ages 3, 4 and 5

NICE ADDITIONS

WATER/SAND AREA

*Water table - Baby bathtub, dish pans, wash tubs may be used.
*Sand table - Large cardboard boxes, wash tub, wading pool may be used.
Waterproof aprons
Plastic bottles and jars, tubes, funnels, pitchers, strainers, measuring cups and spoons, shovels, eye droppers, straws, brushes, etc.

WOOD WORKING AREA

*Work bench - may be improvised with an old cut down table, large tree stump or log.
2 adult hammers
1 saw and vise
1 pliers
1 screwdriver

Drill
Level
T square

BLOCK AREA

Unit blocks: wood - 400 pieces
Accessories: animals, people, cars

More animals, boats, planes, trains, trucks, community helpers, traffic signals.
*Hollow blocks - may be improvised with milk cartons.

HOUSEKEEPING AREA

Table and 4 chairs
Stove, sink, refrigerator
Doll bed and bedding
4 dolls and clothing
2 stuffed animals (washable)
*Dishes, pots and pans
Mirror
2 phones
*Dressups

Cupboard
Plastic foods
Grocery items
Table cloth
Table wear and kitchen utensils.
Picnic basket, suitcases
Iron, ironing board
Child-size rocking chair
Puppets
Dust pan, broom
Small lamp
Pillows

BASIC EQUIPMENT for 20 Children, Ages 3, 4 and 5	NICE ADDITIONS
MANIPULATIVE AREA	
Lego - large and small	Nuts and bolts
Beads - large and small	Snap blocks
Pegs - large and small	Dominoes
Puzzles	Tinker toys
Nesting toys	Table blocks
1 inch cube blocks	Little village
Shape sorting box	Parquetry blocks
Flannel board	Balancing toys
Playing cards	
Puppets	
Lacing cards	
Stacking cones	
Assorted small building toys	
Tile boards	
Games - Lotto, Hickety-Pickety, Cootie, Potato Head	
LIBRARY AREA	
Picture books	Pillows
*Book rack	View Master
Rug	
MUSIC AREA	
*Rhythm instruments - may be improvised with household items.	Tape recorder
Record player	Headphones
Records	
SCIENCE/MATH AREA	
Cooking equipment	Scales
Magnifying glass	Pattern blocks
Magnets	Unifix cubes
Meter and yard sticks	Pulleys
Poker chips	Prism
Geo boards	Aquarium
Attribute blocks and hoops	Animal cage
Dice - large and small	Padlock and keys
Flashlights	Motors
	Thermometers
	Color paddles

BASIC EQUIPMENT for 20 Children, Ages 3, 4 and 5

NICE ADDITIONS

GROSS MOTOR - Indoor Play

Learn-a-Steps and planks
or
Trestles and saw horses
Bean bags
Balls in variety

Rocking boat
Snap walls
Barrels
Hoops
Tumbling mat
Indoor climber

BASIC FURNISHINGS for 16 Children, Age 2

*16 Lockers
4 low tables
16 child-size chairs
1 adult rocking chair
2 adult chairs
*Storage shelves - low and open for play materials.
1 changing table with disposable pads
16 cots and bedding
Arrangements for wall display either tack strips or bulletin boards.
Large waste basket
Closed teacher storage cabinet

Extra bedding
Additional adult chair
2 extra children's chairs
Hinged shelves
Drawer unit
Area rugs

BASIC EQUIPMENT for 16 Children, Age 2 - Duplication of equipment is helpful at this age since children are unable to share.

BLOCKS

Hollow blocks of plastic or cardboard - set of 32
Large vinyl farm animals - 1 set
Vehicles - small cars and trucks - 2 large wooden trucks

Zoo animals
Wooden people
Planes, boats, trains

HOUSEKEEPING

3 stuffed animals with painted features
2 Rag dolls
2 Rubber dolls and clothing
Stroller or doll buggy
Child-size rocking chair
Table and 4 chairs
Stove, sink, refrigerator
Doll bed and bedding
*Dishes, pots and pans

Cupboard
Grocery items
Table cloth
Table ware and kitchen utensils
Suitcases
Iron and ironing board
Dust pan, broom
Pillows

BASIC EQUIPMENT for 16 Children, Age 2

NICE ADDITIONS

HOUSEKEEPING (Continued)

Mirror
2 phones
*Dressups

WATER/SAND PLAY

Same supplies and materials used with discretion considering the ages of the children.

ART AREA

Same supplies and materials used with discretion considering the ages of the children.

MANIPULATIVES

Large pegs and large rubber boards
Large beads including pop beads
Sorting boxes
Stacking and nesting toys
Pounding bench
Simple puzzles
Large legos
Small table blocks
Bristle blocks

LIBRARY AREA - Same

Picture books must be very sturdy.

MUSIC - Same

SCIENCE/MATH

Aquarium
Stool magnifying glass
Giant magnets
Simple cooking equipment
Flashlights

GROSS MOTOR

4 push-pull toys

Exercise ball

BASIC EQUIPMENT for 16 Children, Age 2

NICE ADDITIONS

GROSS MOTOR (Continued)

Indoor gym house
Tumbling mat or mattress
Rocking horse
Rocking boat
2 non-pedal trikes
Nerf balls and bean bags

Horizontal mirror
Steering wheel
Inner tubes

OUTDOOR PLAY SPACE

Outdoor play space will require special attention depending upon the area being utilized. It needs to be fenced and provided with adequate storage so there is ready access to wheel toys and other playground equipment. Outdoor play areas should provide opportunities for children to climb, crawl, balance, run freely, jump, push, pull, ride, throw, dig, splash and participate in cooperative and imaginative play. The more limited the space the more variety it needs to offer. Resilent surfaces such as grass, sand, wood chips or rubber matting, must be provided in any area where children climb or jump. Suggestions for equipment include:

Multi-level climber
Slide
Water tubs or pools and hoses
Wooden crates and planks
Tree stumps
Sand and garden area with tools
Concrete drain pipes or barrels
Inner tubes and tires
Trikes - 2 sizes
Wheelbarrow
Wagons
Balls

EQUIPMENT AND SUPPLY RESOURCES

ART & PROGRAM SUPPLIES COMPANY	ADDRESS	ZIP	PHONE
1. Art Mart	8112 Maryland	63105	725-7858
2. Bradburn School Supply Co.	3118 Watson Rd.	63139	781-1172
3. Breckenridge Material Co. (Sand)	2829 Breckenridge Ind. Ct.	63144	962-1234
4. Creative Playmakers, Inc.	Box 904, East Hampton, NY	11937	-
5. Obermeier Stationery	1750 S. Big Bend	63117	645-5074
6. S. & S. Arts & Crafts	Colchester, Conn.	06315	-
7. Teacher Store	10835 Sunset Hills Plaza	63127	821-3040

FOOD SUPPLIES/KITCHEN EQUIPMENT			
1. Acme Foods	7525 Page	63133	862-8880
2. Allen Foods Inc.	8543 Page	63114	426-4100
3. Bensinger's Inc.	8543 Page	63114	426-5100
4. Berlinger Dairy	2023 Cherokee	63118	773-2393
5. Brownberry Ovens Thrift Store	9030 Gravois	63123	631-1000
6. Clark Products	8405 Page	63130	428-2626
7. Colonial Bakery	4410 Gravois	63116	481-0600
8. Crowns Foods	5243 Manchester	63110	645-5300
9. Federal Meats	2025 Gravois	63104	865-2350
10. Ford Hotel Supply Co.	814 N. Broadway	63102	231-8400
11. General Grocers	8514 Eager Rd.	63144	962-3131
12. Instant Whip	6803 Arsenal	63139	781-9393
13. Keebler Food Service	12781 Pennridge	63044	291-2523
14. Kuna Meat	4170 Gravois	63116	771-4228
15. Lamperson Fruit & Produce	88 Produce Row	63102	241-4106
16. Lombardo's	83 Produce Row	63102	231-1962
17. Missouri Butcher & Cafe Supply	4901 Washington	63108	361-2333
18. Parke Downs Equipment	1325 Macklind	63110	644-4200
19. Peerless Restaurant Supply	1126 S. Grand	63104	664-0400
20. Pick N' Save	1215 Dielman Ind. Ct.	63132	997-4019
21. Royal Papers	801-813 Spruce	63102	621-6205
22. Schmitz Market	1732 S. 9th	63104	421-4418
23. Servco Companies	3189 Jamieson	63139	781-3189
24. Soulard Market	730 Carroll	63118	421-2008
25. Switzers	575 N. 20th, E. St. Louis	62205	(678) 271-6336

JANITORIAL & CLEANING SUPPLIES	ADDRESS	ZIP	PHONE
1. Acme Janitor Equip. Co.	3411 Gratiot	63103	865-2250
2. Bonnie Chem Spec. Inc.	13795 Rider Trail	63045	739-4990
3. Cross Janitorial Service	8456 Braddock	63132	997-7891
4. Cyclonic Industrial Sales	3205 Locust	63103	535-6046
5. Duke Supply	P.O. Box 8087	63156	535-4433
6. Franklin Janitorial	1900 Locust	63103	231-4191
7. General Grocer	8514 Eager	63144	962-3131
8. Hanneke Hardware	5390 Southwest	63139	772-5120
9. Industrial Soap	2930 Market	63103	241-6363
10. Midwest Supply Co.	1233 Hanley Ind. Court	63144	962-7280
11. Moore Research, Inc.	1605 Tower Grove Avenue	63110	776-3030
12. O.K. Vacuum	12012 Manchester	63131	822-8420
13. Supply All Co., Inc.	2175 White Ash Ct. Florissant	63031	837-8613

OFFICE SUPPLIES/PRINTING			
1. A.B. Dick	2121 Hampton Ave.	63139	647-2500
2. Adams, S.G. Co.	10th and Olive	63101	621-2213
3. American Looseleaf	3041 Locust	63103	535-1414
4. Belcher Typewriter	102 W. Lockwood	63119	961-1080
5. Blank, Paul--Metro Printer	1 Spoede	63141	432-3378
6. Gruener	2635 Gravois	63118	772-2390
7. Lindner-Scott Printing Co.	2607 Texas	63118	771-9494
8. Obermeier Stationery	1750 Big Bend	63117	645-5074
9. Quill Office Supplies	3200 Arnold Lane North Brook, IL	60062	(312) 498-6470
10. Shade Wilson & Son, Inc.	1250 Macklind	63110	644-2390
11. Standard Business Supply	2717 Sidney	63104	772-7171

OUTDOOR EQUIPMENT			
1. Angelis	4105 N. Fairfax Dr. Arlington, VA	22203	(703) 524-0898
2. Childcraft	20 Kilmer Rd., Edison, NJ	08817	(800) 631-5652
3. Constructive Playthings	P.O. Box 5445, 1040 E. 85th St., K.C., MO	63141	(816) 444-4711
4. Game Time Recreation-Bergfeld	1330 E. Manchester Rd., Manchester, MO	63011	394-4445
5. Kidspace, Brodart, Inc.	1609 Memorial Ave. Williamsport, PA	17705	-
6. Nasco	Fort Atkinson, WI	53538	-
7. Playground Corp. of America	2298 Grissom	63141	567-6277

TOY'S INDOOR EQUIPMENT	ADDRESS	ZIP	PHONE
1. Childcraft	20 Kilmer Rd., Edison, NJ	08817	(800) 631-5652
2. Constructive Playthings	P.O. Box 5445 1040 E. 8th St., K.C., MO	64131	(816) 444-4711
3. Community Playthings	Rifton, N.Y.	12471	(914) 658-3142
4. Environments	P.O. Box 1348, Beaufort Ind. Park, Beaufort, S. Carolina	29902	(800) 845-8248
5. Playground Corporation of America	2298 Grissom	63141	567-6277
6. Teacher Store	10835 Sunset Hills Plaza	63127	821-3040